

VISIT...

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Tutor Teaching Tips

Repeated Reading • G-1

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards

Introducing the Passage 5 minutes

Read part 1 of the passage *Cats Big and Small* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency 5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 50 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding 5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

What animals is this about? (cats)

What do all cats have? (fur, sharp claws, sharp teeth)

Which cats make good pets? (house cats)

If time permits, repeat the steps above using part 2 of the passage, *Cats Big and Small*.

Optional Activity 5–10 minutes

PLAYING A WORD GAME: Spread out the first set of game cards face down on one side of the table and spread the second set on the other side of the table. Have the child turn over one card from each set and read the words. If the words are opposites (antonyms) and the child can recognize that they are opposites, he/she can keep the cards. If the cards are not opposites or the child is incorrect, then it is your turn. Repeat the game as time permits.

Part 1

There are big cats and small cats.	7
All cats have sharp claws and sharp teeth.	15
And all cats have fur.	20
All cats like to eat meat.	26
Housecats are small cats with soft fur.	33
They make good pets.	37
They like to play and cuddle.	43
Leopards are big cats.	47
They have spots on their fur.	53
They are hard to see in trees and grass.	62
Leopards sleep in trees and even	68
drag their food into trees.	73



Part 2

Cougars are big and powerful cats.	6
They live in rocks and caves.	12
They eat deer and other animals.	18
Lions live where there are not many trees.	26
They live together with many other lions.	33
Many lions living together are called a pride.	41
A pride of lions sleeps most of the day.	50
Tigers are the biggest cats of all.	57
They have orange fur with black stripes.	64
There are not many tigers in the world.	72

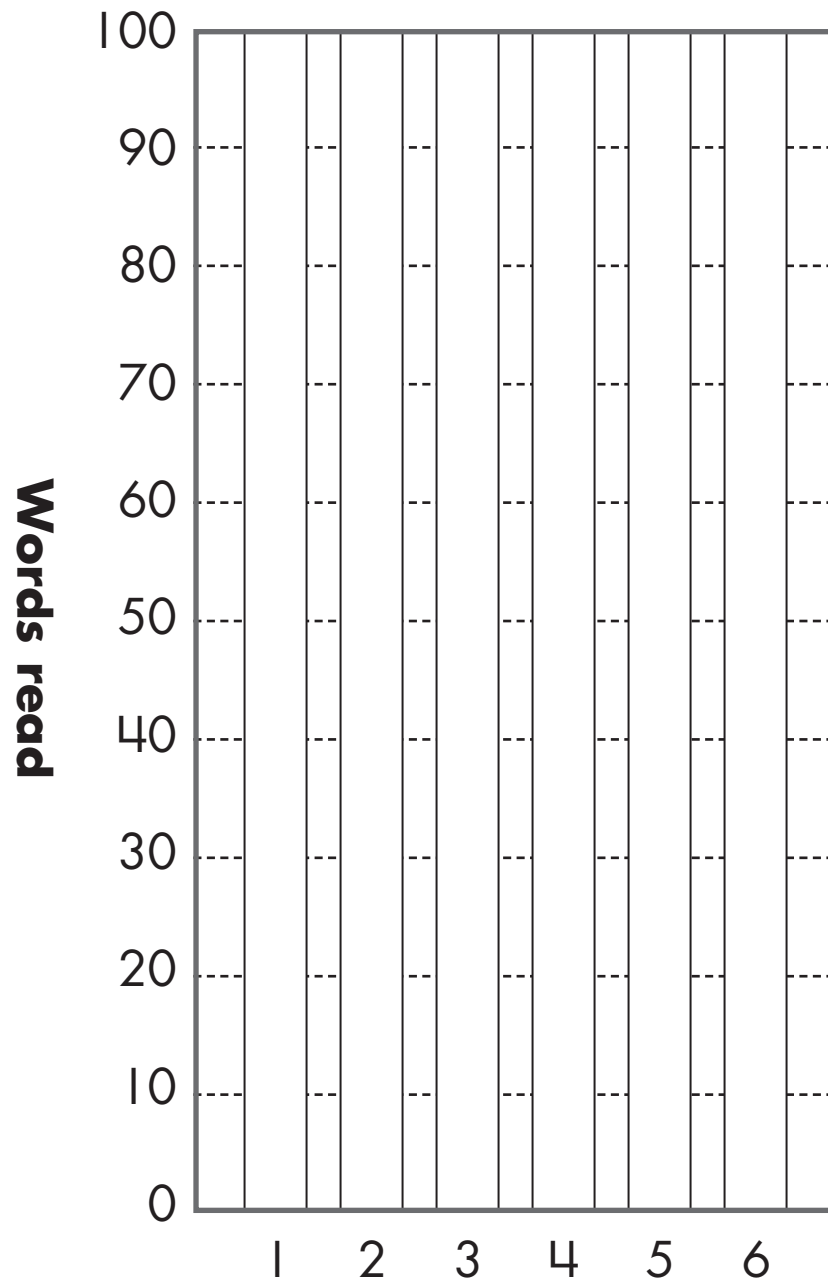


Fluency

Repeated Reading Bar Graph

Lesson G-1

Name _____ Date _____



Number of errors: _____

1 2 3 4 5 6

big

fast

long

sharp

high

many

soft

loud

happy



small

slow

short

dull

low

few

hard

quiet

sad